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FIFTY YEARS OF PUBLISHING

A History of the Educational Department of Houghton Mifflin Company

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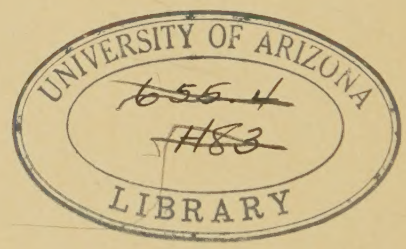
A History of the Educational Department of Houghton Mifflin Company

It is hoped that the data appearing on pages 22–27, bearing on textbook expenditures and school growth, will prove to be of vital general interest to administrators and teachers throughout the country. On page 27 will be found a particularly significant graph based upon new statistics just released by the United States Bureau of Education.



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FIFTY YEARS OF PUBLISHING

A History of the Educational Department of Houghton Mifflin Company

Literary traditions of the past and present are so closely associated with Houghton Mifflin Company that even school administrators, caught by the glamour of the names of great American men of letters, often lose sight of the educational achievements of the house. Yet while the general department of the company has cultivated and augmented the rich literary patrimony to which Houghton, Mifflin and Company fell heir, the Educational Department has been persistently busy at a more prosaic but no less important task.

During the fifty years that have elapsed since the association of Mr. Henry O. Houghton and Mr. George H. Mifflin in the partnership known as Houghton, Mifflin and Company, the Educational Department has won a place in the vanguard of educational advance by initiating progressive publishing ventures in various fields. This, however, was not the primary function of the Educational Department back in 1880. It was destined from the beginning to interpret the higher realms of our own American literature to the school children of the land in such terms as the latter could comprehend. This has given the house a unique place among schoolbook publishers.

Antecedents of the House

Because of the large part that the literary heritage of the Educational Department has played in its activities, it might be interesting to review the accumulative process that brought so many famous authors into the first catalogue of Houghton, Mifflin and Company in 1880.

To Mr. Henry O. Houghton, more than to any other one man, the house owes the rugged constitution with which it was endowed. Born and educated in Vermont, Mr. Houghton came to Boston in the middle forties and by 1858 had established himself in the printing trade to such an extent that he was able to set up in business as H. O. Houghton & Co., owners of The Riverside Press on the banks of the Charles River in Cambridge. (See the history of The Press, on page 28 of this booklet.) In the course of the next twelve years Mr. Houghton's activities brought

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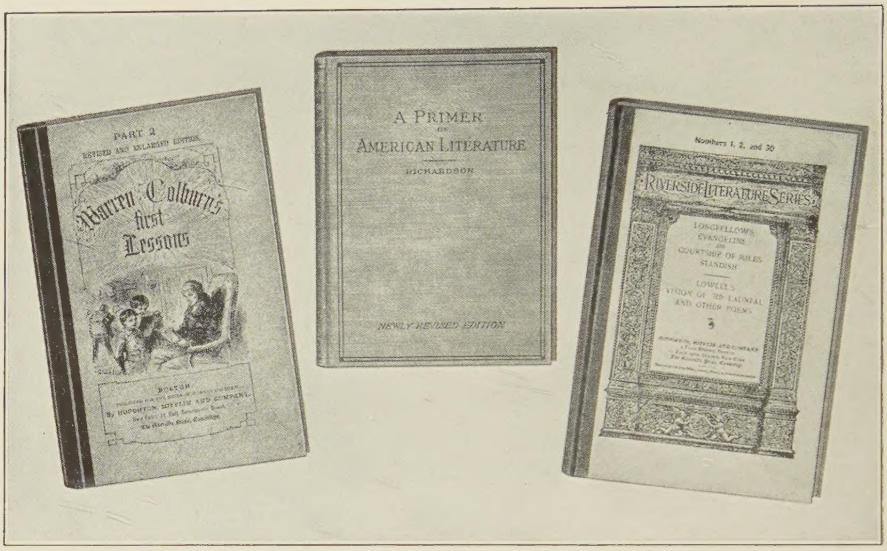

PART 2
Warren Colburn's first Lessons
A PRIMER OF AMERICAN LITERATURE
RICHARDSON
NEWLY REVISED EDITION
Numbers 1, 2, and 30
RIVERSIDE LITERATURE SERIES
LONGFELLOW'S EVANGELINE THE COURTSHIP OF MILES STANDISH
LOWELL'S VISION OF SIR LAUNFAL AND OTHER POEMS

The two most prominent among the sixteen educational books on the first list of Houghton Mifflin Company in 1880 and the cover design used on the first editions in the Riverside Literature Series

A part of the Educational Department's list in 1930 on the shelves in the office of the Editor-in-Chief

him into close relationship with such illustrious publishing houses as Little, Brown & Co. and Ticknor & Fields; and on March 1, 1864, he organized the firm of Hurd & Houghton in partnership with Mr. M. M. Hurd, who had been connected with Sheldon & Co., school-book publishers. Thus the earliest precursor of the publishing firm of Houghton, Mifflin and Company was alert to the needs of the schools.

When the firm of Hurd & Houghton was started, Mr. Hurd located in New York, and it was supposed that he would manage the publishing business from there, while Mr. Houghton managed the printing at Cambridge; but it was typical of Mr. Houghton that the end he was connected with always grew. Mr. Horace E. Scudder, the literary adviser, was in Boston, and in 1868 Mr. George H. Mifflin, a recent graduate of Harvard College, joined the Boston end. Both he and Mr. Scudder were admitted to the firm in 1872, while Mr. Houghton's brother Albert joined the selling end in New York. By 1878 both Mr. Hurd and Mr. Albert Houghton had retired, and the firm was carrying Boston as well as New York on its imprint, as it has ever since; but the executive management thenceforth was in Boston. Mr. Scudder remained a member of the firm for only three years, as business details did not appeal to him as much as literary work.

Mr. Houghton had hesitated before embarking upon publishing with Mr. Hurd in 1864 because of a fear of jarring the relations that he, as a printer, had enjoyed with certain of the Boston publishers. That with Ticknor & Fields was the choicest of these. The name of that firm is so much of a household word in New England that few people realize that the original partnership existed for just ten years, albeit those years were the richest of all the years for New England literature. Mr. William D. Ticknor had been the head of a firm bearing his name from 1834 to 1854, and in the latter year Mr. James T. Fields became his sole partner and so continued until 1864, when Mr. Ticknor died. Although Mr. Fields, with other partners, continued the name until 1868, it was a different organization. In 1868 it merged into Fields, Osgood & Co., and in 1871 into James R. Osgood & Co., which lasted until 1878. All this bears on our subject because Ticknor & Fields and their successors finally disappeared into Houghton, Mifflin and Company. When Mr. William D. Ticknor died, the Hurd & Houghton firm was just starting, and while the Ticknor & Fields organization suffered at least five reorganizations in the next fourteen years, Hurd & Houghton carried the two original partners through to the finish.

James R. Osgood & Co. was in many ways a brilliant organization, but it had one fatal weakness. It did not have a sure and steady hand on the treasury, and a shortage of money began to be apparent. The magazines published by the house were the most salable assets, and *Our Young Folks* was sold to New York and became *St. Nicholas*. The *Atlantic* went next, and then *Every Saturday*, both being bought by

Mr. Houghton. Last went the *North American Review* to New York, and all the old Ticknor & Fields periodicals had gone. The money which the magazines brought did not settle the difficulty, and at last the old firm itself turned to the vigorous young firm of Hurd & Houghton that never seemed to have any financial difficulties. The merger was not without advantages on both sides: Mr. Osgood brought the works of the great group of New England authors, then, and for a long time thereafter, fully covered by copyright. Mr. Houghton brought a substantial but less brilliant publishing list, a well-equipped plant where all the books could be manufactured and stored, and, better than all else, sound financial brains. All the other partners dropped out of both firms, except Mr. Houghton, Mr. Osgood, and Mr. Mifflin, who went on as Houghton, Osgood & Company.

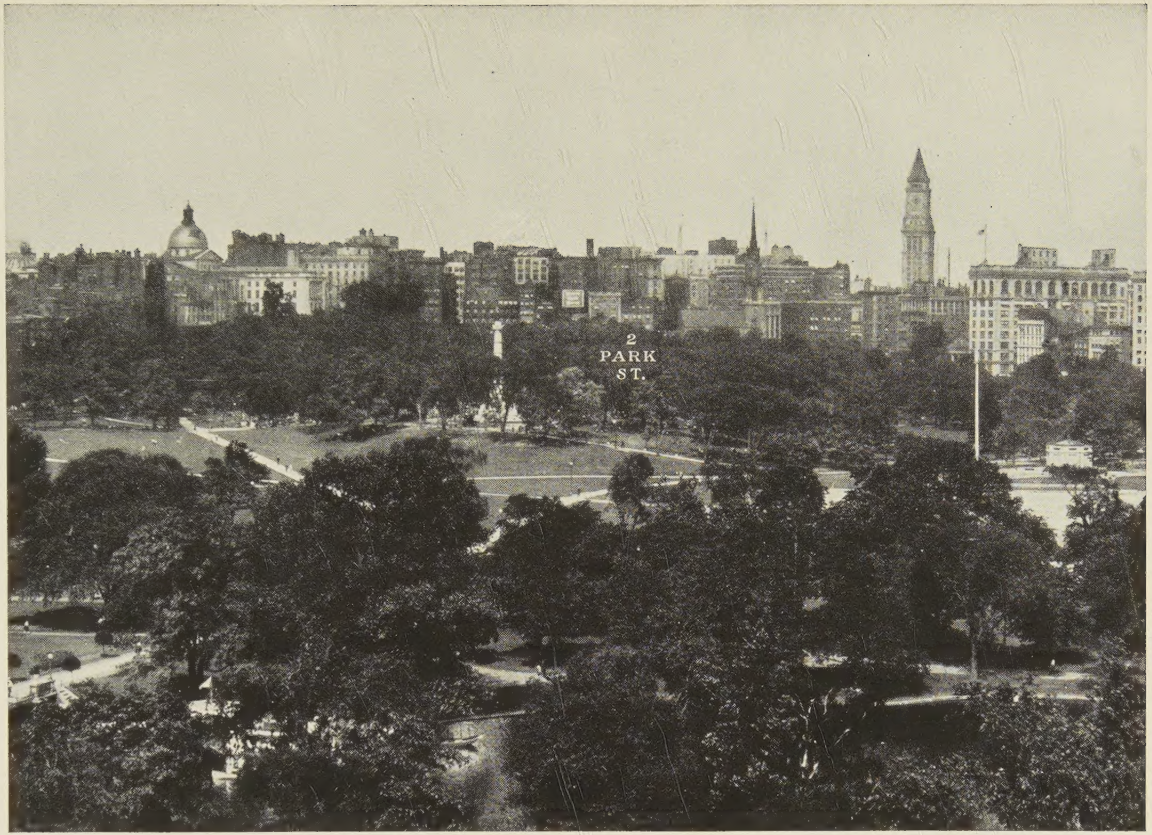
But things did not go well. Too many obligations had been assumed from the Osgood firm, too much slow-selling stock had been taken over from them, and also a heliotype company that Osgood owned. Just after Christmas in 1879 when things were at their worst, the whole publishing establishment in Boston went up in smoke, and the problem was solved. The slow-moving stock was insured. Mr. Houghton's friends, notably Mr. Lawson Valentine of New York and Mr. S. D. Warren of Boston, rallied around him, but would not rally to Mr. Osgood. So Mr. Osgood retired, and out of the ashes rose Houghton, Mifflin and Company, who opened offices at 4 Park Street, Boston, just FIFTY YEARS AGO THIS YEAR.

The combined list was almost incredibly rich in titles. All of Lowell, of Longfellow, of Whittier, of Emerson, of Holmes, of Hawthorne, of Thoreau, of Mrs. Stowe, some of Bryant and of Bayard Taylor, as well as the early works of many others later to become famous, like Aldrich, Howells, Burroughs, Sarah Orne Jewett, and Henry James, and all protected by copyright for years to come! Certainly no publishing house in America has ever assembled such a collection of stars of the first magnitude.

And what of the educational list? There was none, distinct from the general list; but upon the latter appeared such classics as Charles F. Richardson's *Primer of American Literature* and Warren Colburn's *Intellectual Arithmetic Upon the Inductive Method of Instruction*, first published in 1821 and still on the list of Houghton Mifflin Company. To the sale of these and about fourteen other books to schools the Educational Department owes its inception.

The Riverside Literature Series Started

In 1882, Horace E. Scudder gave the Educational Department new vitality by launching a plan which originated with him for making complete selections from literature available to schools in inexpensive



In the picture midway between the State House Dome on the left and the Customs House Tower on the right may be seen the Houghton Mifflin Company building at 2 Park Street, fronting on historic Boston Common.

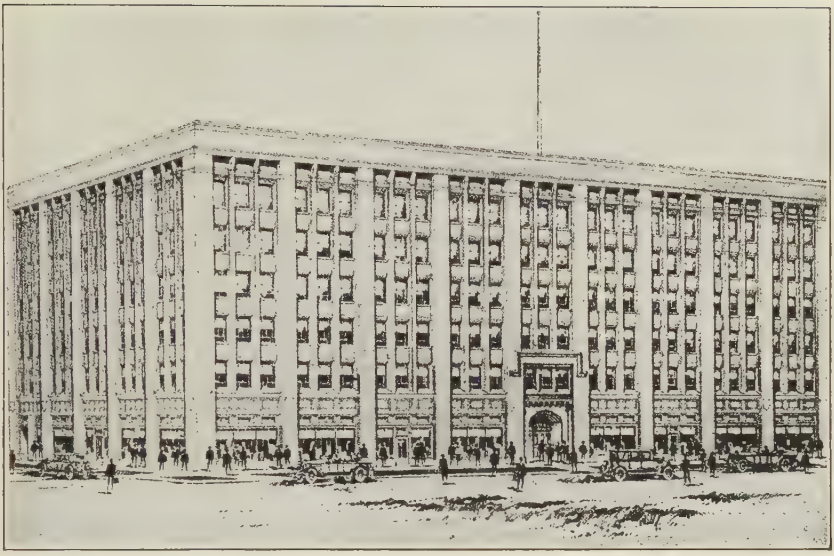
editions. Mr. Scudder had begun his publishing career as a reader of manuscripts in the office of Hurd & Houghton in the sixties, but very soon he was the editor-in-chief and had charge of the short-lived *Riverside Magazine for Young People*, which was too far ahead of its time to be really successful, but which brought to the house a standard collection of children's literature which has been turned over and over and is still popular. The famous *Children's Book*, that all properly brought up youngsters have read aloud, is still sold to and treasured by the great mass of old American families who have cherished our best traditions.

Mr. Scudder was a genial, kindly man with a great feeling for children's literature. The nature of his duties made him a cultivator and harvester of literature, more than a writer, though he was constantly busy with his pen on those necessary, but often unnoticed contributions to good editions of great authors — the introductions, biographical sketches, and notes. He did his best work as an editor, and the caliber of the list of books published by Houghton, Mifflin and Company is to no small extent due to his discriminating judgment. His adaptations for children of fables, myths, and legends have been a distinguished success for more than half a century.

In 1882, the Riverside Literature Series made its appearance with the following statement of its purpose: "*American Classics for Schools:* Under this title Houghton, Mifflin and Company will publish a series of small volumes consisting of selections from the works of the most eminent American writers, with special reference to the needs and interests of young people, particularly in school. These selections will be made with studious care to include only those pieces which youthful readers will easily understand and appreciate, and which, by the charm of their style, will be to their readers an inspiration and incentive to the study of good literature."

The little paper-covered pamphlets appeared, selling at fifteen cents each, each one containing complete classics — first *Evangeline*, then *The Courtship of Miles Standish*, then *Snow-Bound*. About 6000 volumes were sold in 1882, but the idea took, the list expanded, and thirty-five years later they were going at the rate of a million a year.

Before the Riverside Literature Series could be begun in 1882, a difficult mechanical problem demanded solution. These little pamphlets had to be inexpensive enough to suit the average school budget. They had paper covers, but the problem had been carefully studied to get a paper that would "dog-ear" as little as any paper cover could be expected to. The paper in them was cheap, but it was opaque, and the right tint to look right and read easily. They were fastened together with wire staples, but it was done in such a way that they would open well and not come to pieces. Later the volumes of the Riverside Literature Series were bound also in cloth, allowing schools a choice of prices at which many of the classics could be bought.



The building erected in 1927 by Houghton Mifflin Company at 2500 Prairie Avenue, Chicago. Offices and stock rooms of the Educational Department occupy the second and third floors of this structure.

The New York office occupies the fifteenth floor of this building at 386 Fourth Avenue

The educational branch office at 1909 Bryan Street, Dallas, Texas

Early Activities of Other Departments

A great many ventures were being started in other departments of the firm. The *American Statesmen*, which are to-day the standard brief biographies of our leading statesmen, began to appear in 1881. Another enterprise that deserves special mention was Elihu Vedder's edition of Fitzgerald's *Rubáiyát*, produced first as a folio at $25 a volume, then as a quarto, and finally on a reduced scale. It was a most beautiful pictorial setting for a beautiful poem, and had a wide sale forty years ago.

This book had as a decoration on the title-page a little picture of a boy on a river-bank sailing paper boats, and Mr. Vedder had worked into the picture Mr. Houghton's favorite motto, "Tout bien ou rien." (Do it well or not at all.) The idea pleased Mr. Houghton, and the decoration was used on other books; but in the autumn of 1885, Mr. Sidney L. Smith, the famous illustrator, took the idea of the boy by the river sailing boats, gave him a flute and a lamp, and placed the words "The Riverside Press" below; and the colophon of Houghton Mifflin Company had come into existence. The outside of this booklet bears one of the numerous forms of this colophon. In all of the variations of this design the boy sits under the tree by the river with his flute, and he has been inscribed on more volumes than ever bore the imprint of Geoffrey Tory, and all his predecessors.

During the last twenty-five years the general list of books published by this house has carried many very successful titles. A distinguished line of successes in fiction, from Mary Johnston to Rafael Sabatini, has regularly produced "best sellers." A list which has given peculiar satisfaction is that of the biographies, such as *The Education of Henry Adams* and Beveridge's biographies of Marshall and Lincoln. Much of the early success of the Educational Department was due to the rich mines of literary treasures to which it had untrammeled access, and this factor still contributes in some measure to its welfare.

Personnel

In all of its departments the firm of Houghton, Mifflin and Company was fortunate in having men of great native talent. Furthermore, there were leaders who could inspire a fondness for work and a loyalty to the business. Mr. Mifflin had a great gift for inspiring men with enthusiasm for their chosen profession and a love of work. Men had come into the business between 1870 and 1880 and had gone out of it. Mr. Aldrich became editor of the *Atlantic* and a literary adviser in 1880, and resigned in 1890. Mr. James A. Hurd, a son of the original Mr. M. M. Hurd, joined the force, became a partner, and was taken away by death. In one of the mergers, Mr. T. B. Ticknor was brought in, and continued for many years as a strong, able worker. Mr. Francis J. Garrison was for many years the confidential and efficient helper of both Mr. Houghton

and Mr. Mifflin. Mr. Winthrop S. Scudder was also connected with The Press.

In 1895, when Mr. Houghton died, Mr. Mifflin had as active partners Mr. H. O. Houghton, Jr., son of the founder, and Mr. James Murray Kay. Mr. Houghton junior was the genial and efficient active head of The Riverside Press. Mr. Kay was a delightful and companionable Scotsman, with a strong financial sense, which made him an admirable watch dog of the treasury. Two sons of that brother of Mr. Houghton senior who had been a member of Hurd & Houghton in the seventies joined the firm in 1895, but were always connected with the New York end. Mr. Horace Scudder had succeeded Mr. Aldrich as editor of the *Atlantic*, but soon turned it over to Walter Hines Page, a vigorous, kindly, and inspiring man, later of Doubleday, Page and Company, and our distinguished ambassador to Great Britain during the war. Mr. Azariah Smith presided over the Advertising Department, and Mr. Henry N. Wheeler had built up the sales of the Riverside Literature Series into an educational business of considerable standing and had added other important titles such as Fiske's *History of the United States.*

This was a vigorous group of men in the nineties. The works of the great New England group of authors were still largely in copyright, and were turned over and over to meet changing demands. New authors were also attached to the house: Mrs. Wiggin, F. Hopkinson Smith, Mrs. Deland, and many others. The achievements of the house were notable, and included the starting of the famous Cambridge Edition of the Poets by Horace Scudder, which is still the standard one-volume American edition, both for library and student use.

In the background among the clerks and office boys would have been seen Mr. Edward R. Houghton, a nephew of the founder; Mr. Stephen B. Davol, Mr. James Duncan Phillips, and Mr. Roger L. Scaife, all recent college graduates. Mr. Houghton was connected with the Printing Department, Mr. Davol with the Educational, Mr. Phillips vibrated between editorial and educational functions, and Mr. Scaife was in the advertising work. Soon after 1900, Mr. Ferris Greenslet joined the Editorial Department for general books, and Mr. Franklin S. Hoyt became editor for the educational books. Mr. Benjamin H. Ticknor specialized in the selling department, and Mr. G. Harrison Mifflin entered the manufacturing department.

It was well that these men were in training, for changes came thick and fast in the next few years. Mr. Scudder died in 1902, and Mr. Page retired to found the firm of Doubleday, Page & Co. Between 1904 and 1906 Mr. Wheeler, Mr. H. O. Houghton, Jr., Mr. Oscar Houghton, and Mr. Azariah Smith all died; so only Mr. Mifflin, Mr. Kay, Mr. Garrison, and Mr. T. B. Ticknor were left of the original group. Naturally Mr. Mifflin and Mr. Kay wanted to divide the responsibility with younger men, and therefore in 1908 the business was incorporated, which obvi-

The officers and managers of the Educational Department in 1929. Left to right, seated: F. S. Hoyt, *Editor-in-Chief;* J. D. Phillips, *Vice-President and General Manager;* J. W. Prater, *Dallas;* S. B. Davol, *General Manager.* Standing: A. K. Allen, *San Francisco;* E. T. Allen, *Chicago;* H. B. Dewey, *Boston;* F. F. Sutton, *New York.*

ated the danger of a large partnership interest being withdrawn at any time. The firm's name was changed from Houghton, Mifflin and Company to Houghton Mifflin Company. Five of the young men were admitted to ownership, a substantial addition was made by them to the capital, and the new owners along with the old became members of the directorate. It was indeed fortunate for the younger men that Mr. Mifflin and Mr. Kay remained so long to guide and help them. But in the beginning of 1921, with the death of Mr. Mifflin after more than fifty years of service, Mr. Edward R. Houghton became President, Mr. James Duncan Phillips, Vice-President and Treasurer, and the entire control fell into the hands of the so-called younger men, who are fast passing out of that category and need to look for their own successors — can in fact already see them appearing.

The New Educational Department Established

Among the departments of the house, the most distinguished success of the last thirty years has been that attained by the Educational Department. Mr. Wheeler died in 1905, and Mr. Mifflin put Mr. James Duncan Phillips and Mr. Stephen B. Davol in charge of this Department, which still played a minor rôle in the firm.

Upon his graduation with honors from Harvard University, Mr. Phillips began work in a cotton mill, where in a few months he was promoted to the position of designer. This work, however, was too mechanical for his tastes, and early in 1898 he became associated with Houghton, Mifflin and Company in the Editorial Department. He was subsequently transferred to the Educational Department, where he gained experience and brought in considerable business as field agent for Massachusetts, and in certain important state adoptions. Although elected as Treasurer of the Company in 1915 and later as Vice-President as well, he has continued to give a large share of his attention to the direction of the Educational Department. The steady and fundamental development of this department has been due in large measure to his forcefulness, sound judgment, and integrity.

Mr. Davol was graduated from Williams College and had served an apprenticeship of nearly two years, beginning as an office boy and becoming later a representative of the Educational Department. With skill, accuracy, and foresight he has aided its progress and provided the careful information which has guided its growth. To him has been due the fact that in spite of its rapid growth no serious errors have been made, and no one has worked harder for its success.

In the year after Mr. Phillips and Mr. Davol took charge of the Educational Department, the former met in Indianapolis a young man who was then assistant superintendent of schools under Calvin Kendall. Franklin S. Hoyt, having studied at Yale and Columbia, had had an

extremely comprehensive experience in education for over ten years, having given college courses in education and having supervised or taught in every grade from the kindergarten up through the high school. He had a thorough knowledge of our educational system and was in touch with the best minds in our schools. He was invited to join the Department as editor and at once set to work to build up the educational list, while Mr. Phillips and Mr. Davol concentrated on sales and administered the organization. It was due to Mr. Hoyt's energy and vision that the department took a leading place in the elementary school subjects almost at once.

For over twenty years these men have worked together as intimate friends and enthusiastic partners.

Moving in 1906 into offices exclusively its own on the third floor at No. 4 Park Street (since 1924 it has occupied two floors of the Company's new quarters at No. 2 Park Street), the Educational Department has flourished so persistently and steadily that it is now about twelve times as big as it was in 1900 and does a larger annual business than all the other selling departments put together. This has been no mushroom growth, but a steady annual increase of sales resulting from unsensational but diligent and honest selling tactics and, above all, from the publication of a number of books and series that have set the standard in their respective fields over a long period of years.

Expansion of the List

The Riverside Literature Series — so carefully nurtured by Mr. Scudder in its earlier years — came under the magic touch of Bliss Perry after Mr. Scudder's death in 1902. After Mr. Perry resigned in 1906 to accept a Professorship in English at Harvard, the Educational Department adhered to the editorial principles set forth by Mr. Scudder when he founded the series. Furthermore, almost every year saw innovations that were calculated to meet changes in the English curricula of the schools. New titles, both American and English, were added; new collections and combination volumes were compiled; and old volumes were reëdited at first under the care of Miss R. A. Witham. Nor did the R.L.S. always follow the schools. The very richness of its content made it equal to many an emergency. When the plan of Comprehensive Examinations was adopted by the College Entrance Board, for example, the Riverside Literature Series was almost the only series prepared to satisfy at once the demand for a more extensive group of English classics.

Later editions of the classics for use in the elementary schools have clung to the editorial policy defined by Mr. Scudder. In most cases only enough elucidation has been included to clear up the difficulties of the child without overloading the text with explanations of academic

niceties. Study equipment has not been allowed to interfere with what Mr. Scudder called "the free and generous use of our great writers in the principal years of school life."

It has been the care of the Educational Department to keep the physical aspects of the books as perennially youthful and fresh as the classics that they contain. The elementary school classics have been made more alluring from year to year by illustration and improvements in typography and binding. Just this last year a policy has been inaugurated of stamping a unique cover design on each book for the lower grades. In 1927, the fact having been experimentally established that children prefer blue bindings to other colors, the reclothing of the whole series was undertaken. A cheery blue binding, embossed with the Piper colophon, replaced the more somber green. Now, therefore, teachers may give children a love of books and lead them to extensive reading and library-building through the R.L.S. as well as through other more expensive channels. More than 3300 complete literary selections are offered in the volumes of this series, the majority of which are available in both cloth and bristol board (stiff paper) bindings.

During all these years of expansion and revision, the editors have not lost sight of the original purpose of the series — to bring worthy literature within the range of school pupils. This has involved a constant sifting of contemporary literature for new titles that are suitable for school use. Among the titles most recently added are Henry Sydnor Harrison's *Queed*, Sabatini's *Scaramouche* and *The Carolinian*, Blanchard's *Chico*, and John Drinkwater's *Abraham Lincoln*.

From the publication of the Riverside Literature Series the Educational Department naturally turned its activities to the issue of other textbooks in literature, bringing out with the coöperation of the Boston Supervisors a valuable collection entitled *Masterpieces of American Literature*, which remains a standard reader for the high grammar grades. Last year Florence Holbrook's *Hiawatha Primer* was given an attractive new dress in reward for thirty years of meritorious service in primary school classrooms. More advanced contributions to the literature list in the early years of the century were the histories of American and English literature written by such accomplished writers and educators as Thomas Wentworth Higginson, Professor Charles F. Richardson of Dartmouth College, Dr. William E. Simonds of Knox College, and Dr. Eva March Tappan, head of the English Department of the Worcester English High School. The list of college textbooks was strengthened by a notable work on *The Study of Prose Fiction* by Bliss Perry.

In 1898 the attention of the Department was attracted to an able paper read before the National Education Association by William F. Webster, Principal of the East High School at Minneapolis. This paper advocated the study of composition in connection with the study of

literature. Mr. Webster was induced to develop his views into a textbook which took a high rank among composition books. In association with Mrs. Alice W. Cooley, formerly Supervisor of the Primary Grades in Minneapolis, he wrote a series of language books based upon the same fundamental idea.

Another line along which the Department has moved in its publishing enterprises is history. In this subject as in literature it has sought for its authors among writers who have already achieved distinction in their special fields. Among the first of the books to be published were Fiske's *Civil Government in the United States* and Fiske's *History of the United States*, both of which illustrate the charm of style, simplicity of language, and philosophical and historical power which have made for Mr. Fiske his wide reputation as a writer. A more advanced *History of the United States* and a *History of England*, prepared by J. N. Larned, editor of *History for Ready Reference*, were afterwards published, and became recognized among the leading textbooks in their fields. Recently new prestige has accrued to the history list through the addition of such standard works as a college and a high school history of modern Europe by J. Salwyn Schapiro and William B. Guitteau's *History of the United States for Secondary Schools*.

Dr. Eva March Tappan, who is mentioned earlier in this sketch, also showed her skill as a writer of books for younger minds in her interesting narratives of classical, English, and American history. Another standard work in the field of history is *A History of the United States for Grammar Schools*, by Reuben G. Thwaites and Calvin N. Kendall.

Books for Teachers

During the first three decades of the existence of the Educational Department, the caliber of instruction received by school children depended almost solely upon the ingenuity and industry of their teachers. Manuals were not provided, nor were work books and tests supplied for the use of the untrained and uninspired teacher. Such time as teachers had for professional reading was applied usually to the perusal of books in which eminently successful teachers have tried to communicate the secret of their success. To make essays of this type available to teachers in book form at a reasonable price, Houghton Mifflin Company in 1909 announced Emerson's *Education* as the first volume in a series of Riverside Educational Monographs under the editorship of Henry Suzzallo. *Education for Efficiency*, by Charles W. Eliot, appeared in the same year; and the next year witnessed the publication, among other books, of William DeWitt Hyde's *The Teacher's Philosophy In and Out of School* and George Herbert Palmer's *The Ideal Teacher*. These books have survived the ebb and flow of publications on methodology and still bring the inspiration of master teachers to the modern instructor. Other titles

by these men, by John Dewey, and by other illustrious teachers later brought the number of volumes in the series up to its present total of sixty-seven.

Shortly after 1910, a divergent current of professional reading began to flow off in another direction. Teachers colleges and normal schools sprang up, and many leading educators determined that those teachers who lacked genius and ingenuity at least should not lack a knowledge of good methods of instruction. Professional books on teaching and on administration were demanded both for training courses and for the use of teachers and administrators. Again Houghton Mifflin Company — a concern deeply rooted in New England soil — went to the Pacific Coast to find a man to guide its publication plans in this field. Under the editorship of Ellwood P. Cubberley, then Professor in the Leland Stanford School of Education and now Dean of that school, the first three volumes in the Riverside Textbooks in Education were announced in 1914. So cordial has been the reception of this series that it has grown to seventy-five volumes.

Recent Accessions to the Elementary and High School Lists

From the very beginning it has been the manifest destiny of the Educational Department to interpret the best literature to children of all school ages. Yet it was not until 1911 that the writings of famous American authors at the disposal of the house were collected and printed in the *Riverside Readers* — a series of graded readers. This outpouring of the Company's copyrighted literary wealth represented by the books was amazing, so much so, in fact, that to this day no other publisher has found it possible to include so many of the old masters in readers priced within the budget of the average school.

By 1921, pedagogical progress in the *teaching* of reading had far outstripped the methods suggested in the small manual published with the *Riverside Readers.* Though still unequaled as content or supplementary readers, these books obviously failed to satisfy the need for so-called "basal" readers. It was at about this time, by a lucky turn of fate, that Emma Miller Bolenius entered the Houghton Mifflin family. Superbly equipped by experience and study for her mission and gifted with a phenomenal capacity for detailed work, she soon proved herself equal to the task of building a course that would leave no phase of the teaching of reading unfathomed. With unflagging energy and devotion to her ultimate goal, she applied her genius for teaching and her profound knowledge of her subject to the choice materials put at her disposal, finally producing a course in reading for grades one to nine that is vastly more comprehensive than anything of the kind ever before attempted. Though teachers throughout the country joined in a pæan of praise of the books, Miss Bolenius has been alert to opportunities for improve-

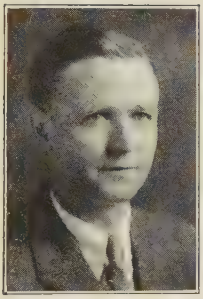
ment, and this very year new editions of some of her books are coming from the press.

During the last few years teachers have tended to put increasing stress upon the teaching of silent reading, and this inclination led to the publication of a series of silent readers compiled by a prominent specialist in that field — Clarence R. Stone. Among the other series of readers appearing in the Educational Catalogue to-day, that dearest to the hearts of millions of school children is the group of Twins stories that have been delightfully written and illustrated by Lucy Fitch Perkins. The Bolenius, Stone, and Riverside readers, supplemented by the Twins and other series and by scores of single volumes, give a scope that is seldom attained by the reading list of any one publishing house. Every conceivable type of reader from a basal course to library stories is included and every kind of subject-matter from science to fairy-lore is represented. The availability of such a variety of materials under one imprint and the care taken to classify them according to the usage of the best schools make it possible for the sales representatives of the house to offer sound professional counsel to superintendents who, though not specialists in reading themselves, are eager to install a well-rounded reading program in their schools.

The year 1928 is most important in the annals of the Educational Department, for it marks the publication of the *Open Door Language Series*, which, judged by commercial as well as professional standards, is the outstanding achievement in the history of the department. More than a million copies of the books have been sold already, six States have adopted them for basal use, and less than two years after publication they are being used by approximately one in thirteen pupils in grades three to eight of the elementary schools of the Nation. Such a record is spectacular indeed. In fact, in its glitter one tends to lose sight of the five years of drudging toil that enabled the four authors and the editors to bring forth books that were instantly recognized as an original and timely contribution to the art of language instruction.

In the field of mathematics the Hoyt and Peet Arithmetics and the Barber Junior High School Mathematics series have been the first to make a practical and painstaking application of progressive theories to average classroom conditions. In the field of health instruction, too, the house has been fortunate in its association with an author who is gifted with a rare knack of seeing through the child's eyes — Dr. Woods Hutchinson.

Another eminently successful new venture is the Riverside Home Economics Series, under the able editorship of Dr. Alice Blood. Dyer's *Textile Fabrics* and Harris and Lacey's *Everyday Foods* are already widely known. Yet this is but one of many branches of the high school publishing activities of the house. Other textbooks that have made their marks, in addition to those already mentioned, are Gray, Sandifur, and Hanna's *Fundamentals of Chemistry* — a pioneer in the present-day search for a



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THE EDITORIAL ADVISERS IN 1930

chemistry course that is free from college domination and logically and teachably organized to meet all the various requirements faced in the average high school; and *The Science of Everyday Life*, by Van Buskirk and Smith, another science publication that has been enthusiastically welcomed by progressive curriculum-makers. The latter was the first truly successful general science textbook. In fact, it is not extravagant to assert that the "General Science" course itself owes its present vogue largely to this textbook, which is now being revised for the second time so that it may include recent refinements and shifts of emphasis in the best schools.

In response to a well-defined new trend in the educational world, the fiftieth anniversary of the establishment of the Educational Department finds it about to embark upon several extensive new enterprises. The nature of these enterprises will give no surprise to those who have noted that the Editorial Department during the last few years has been quick to sense progressive tendencies in the schools — for example, the emphasis which the better teachers are now placing upon the individualization of instruction and upon the inculcation of self-reliant habits in the pupil. Modern educators are beginning to act upon the axiomatic truth that tests and supplementary work are of small instructional value unless they diagnose individual weaknesses and apply corrective work systematically. This worthy trend already has received encouragement in Houghton Mifflin Company's textbooks, notably by the diagnostic and remedial testing programs in the Bolenius Readers, the *Open Door Language Series*, and Hoyt and Peet's *New Everyday Arithmetics*.

The College Department

Another channel of expansion during the last two decades has led into the colleges. Under the guidance of the competent advisers whose photographs appear in this brochure, the publication and revision of college textbooks has kept pace with new accessions of knowledge and new theories of organization for teaching purposes in the various fields of learning. A college editorial staff has been organized to launch the college books, and the wisdom of this move has been justified by steadily increasing sales as well as by the success of this Department in producing books of distinctive appearance at prices equivalent to those of other publishers. The day has come, this Department believes, when college students, just as the average adult, can be attracted to literature by æsthetic appeal.

Selling, Advertising, and Manufacturing

Naturally the building of an extensive list of textbooks has entailed a large growth in the organizations concerned with the advertisement, sale, and distribution of these books.

In selling and distributing its books, as in choosing its authors and editors, the Educational Department has been guided by a truly nation-wide vision. As the list of books has increased, it has been possible to extend better delivery services to the various sections of the country by establishing sales offices at strategic centers. Boston and New York were the only cities appearing on the firm's imprint in 1880. The educational sales activities of the Boston Office gradually were divorced from the general sales work, and in New York a separate educational sales organization was set up soon after 1900.

In 1895 an educational branch was opened in Chicago, which in 1902 came under the managership of Mr. Willis E. Bloomfield. This office has prospered under the eyes of Mr. Bloomfield and Mr. E. T. Allen, who succeeded him, to such an extent that it is now the largest of all the Houghton Mifflin sales offices and has recently been housed in a new six-story building erected by the Company at 2500 Prairie Avenue.

In 1921 a branch was established in San Francisco, with Mr. A. K. Allen in charge, and in 1927 the Dallas Office was opened by Mr. J. W. Prater to serve the States of Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. It happens, moreover, that in the fiftieth year of its existence, the Educational Department is able to announce the opening of its sixth sales office, under the direction of Mr. Wheeler Simmons, in Atlanta. This office will take care of the States of Alabama, Florida, Georgia, Mississippi, Tennessee, and South Carolina.

Whereas in the old days most of the publicity letters were written by hand or mimeographed laboriously, circulars are now printed by the ten thousands and addressed and mailed by machine. The personal element has been inundated by mass publicity. And yet, in spite of temptations and challenges flung out by competitors, every effort is made to confine all advertising statements to the truth as scrupulously as if every circular and letter bore the seal of the Company and the sworn signature of its officials. Every year the Publicity Department endeavors to issue material of practical utility. Wall-charts, blotters, bookmarks, and calendars have been distributed broadcast from time to time; a series of *Educational Progress Bulletins*, each written by an expert in his field, has been sent out free of charge, an illustrated general catalogue and a library catalogue, *Books for Younger Readers*, have been prepared during the last year, and annually for the last three years there has been issued a *Graphic View* containing graphs and statistics interpretive of school enrollments and costs. The school world has manifested so keen an appreciation of these bulletins that we have asked Mr. Frank M. Phillips, their author, to prepare graphs illustrating the growth of the schools over the last fifty years and also the expenditures of the schools for textbooks. These figures appear on pages 22–27 of this booklet.

It has been the aim of the Educational Department to spread from

the little paper R.L.S. classics out over all the fields of human endeavor. It first spread through the field of English, then history, philosophy, psychology, education, and mathematics, for all types and all grades of schools. Education has been the greatest of all the American adventures of the twentieth century. Houghton Mifflin Company is one of the great textbook houses of the country and its ideals are honor, honesty, and service. There are many schoolbooks whose sales make the sale of the most popular novel look diminutive. There is an average of more than two million children in each grade of school work every year. All these children must have books, but it is not the parent, or the school committee, or the school superintendent, or the teachers who take thought that in September books must be put into the hands of each one of their squirming charges on the very day school opens. A majority of the orders are sent in a week or two in advance, and not a few arrive by wire the night before, regardless of the fact that in the ordinary course of events it takes a month or six weeks to complete any edition of considerable size. But long before the teacher knows he is going to use a certain book, careful men have figured out, on the theory of averages, the possible need for every book, and have actually ordered and printed those books. The publishers begin to print the books for September in November of the year before. All this may seem very prosy and commonplace, but if there were no more books for the twenty million school children of America than the school authorities had ordered in June, the results would be dramatic enough for anybody. Schoolbooks are not handled in dozens or packages, but in carloads, 40,000 pounds to the carload.

In solving its manufacturing problems the Educational Department has been fortunate in having the coöperation of a Press of sound traditions, high standards, and a long experience in dealing with the technical difficulties that must be surmounted every time a new publication or revision is manufactured. A sketch on page 28 of this booklet tells their part of the story. In 1921, The Press was purchased by Houghton Mifflin Company, and now it is operated as a separate department under the skillful and helpful management of Mr. Edward R. Houghton and Mr. Henry A. Laughlin, who have grown up in its traditions. Both The Press and the publishing branches of the business have benefited by a mutual interest in sustaining the motto — *tout bien ou rien.*

The Directors' Room at 2 Park Street, showing at the right the desk used by Hawthorne

A GRAPHIC VIEW OF SCHOOL GROWTH (1880–1930) AND OF TEXTBOOK COSTS

By Frank M. Phillips
Associate Professor of Statistics, George Washington University

During the last fifty years the public school enrollment has increased from 9,867,505 to more than 25,400,000 and the number in average daily attendance from 6,144,143 to 21,100,000. In 1880 these schools enrolled 65.5 per cent of those of school age, and in 1930 they enroll 82.2 per cent of this group. Fifty years ago 41 per cent of the children of ages five to seventeen inclusive were in school for one hundred and thirty days, while to-day we have 68 per cent of these ages in school every day for one hundred and seventy days. The average length of school life has increased from about six hundred and eighty days to more than fifteen hundred days during this half century.

Figure I on page 23 gives a graphic picture of this increase in enrollment and attendance, and Figure II indicates that growth has been most spectacular in the high schools and colleges. Fifty years ago less than 4 per cent of the American children of ages fifteen, sixteen, seventeen, and eighteen were enrolled in high schools. To-day about 54 per cent are regularly enrolled in secondary schools. The high school curriculum has changed from one almost entirely classical in character to one which permits a choice of nearly three hundred different subjects, many of them vocational and industrial in character. About one out of four of our educable youth succeeds in graduating from a high school. In 1880 about 2.2 per cent of those of ages nineteen, twenty, twenty-one, and twenty-two were enrolled in institutions of college grade. To-day, within our colleges, teachers colleges, universities, and professional schools are found about 20 per cent of this college age group. These institutions are administering to social and industrial needs to an extent hardly dreamed of fifty years ago.

No statistics are available to show the increase in expenditures for textbooks during the last fifty years. During 1929, however, the United States Department of the Interior made a thorough study of expenditures for school and college textbooks, basing their conclusions upon confidential reports of the sales of all the larger publishing concerns in the country, including the state printer of books in California. The findings of this comprehensive survey, released by the Department of the Interior in January, 1930, are summarized below and are compared with a parallel report made in 1913. Salient trends and contrasts are illustrated in Figures III and IV on pages 26 and 27.

Practically all of the sixty publishers of school and college textbooks reporting were able to divide the business according to elementary, secondary, and college classifications, and to report the number of books sold under each classification in 1928. For elementary schools, 39,406,677 books were sold for $22,735,745 net; for high school purposes, 18,683,290 books

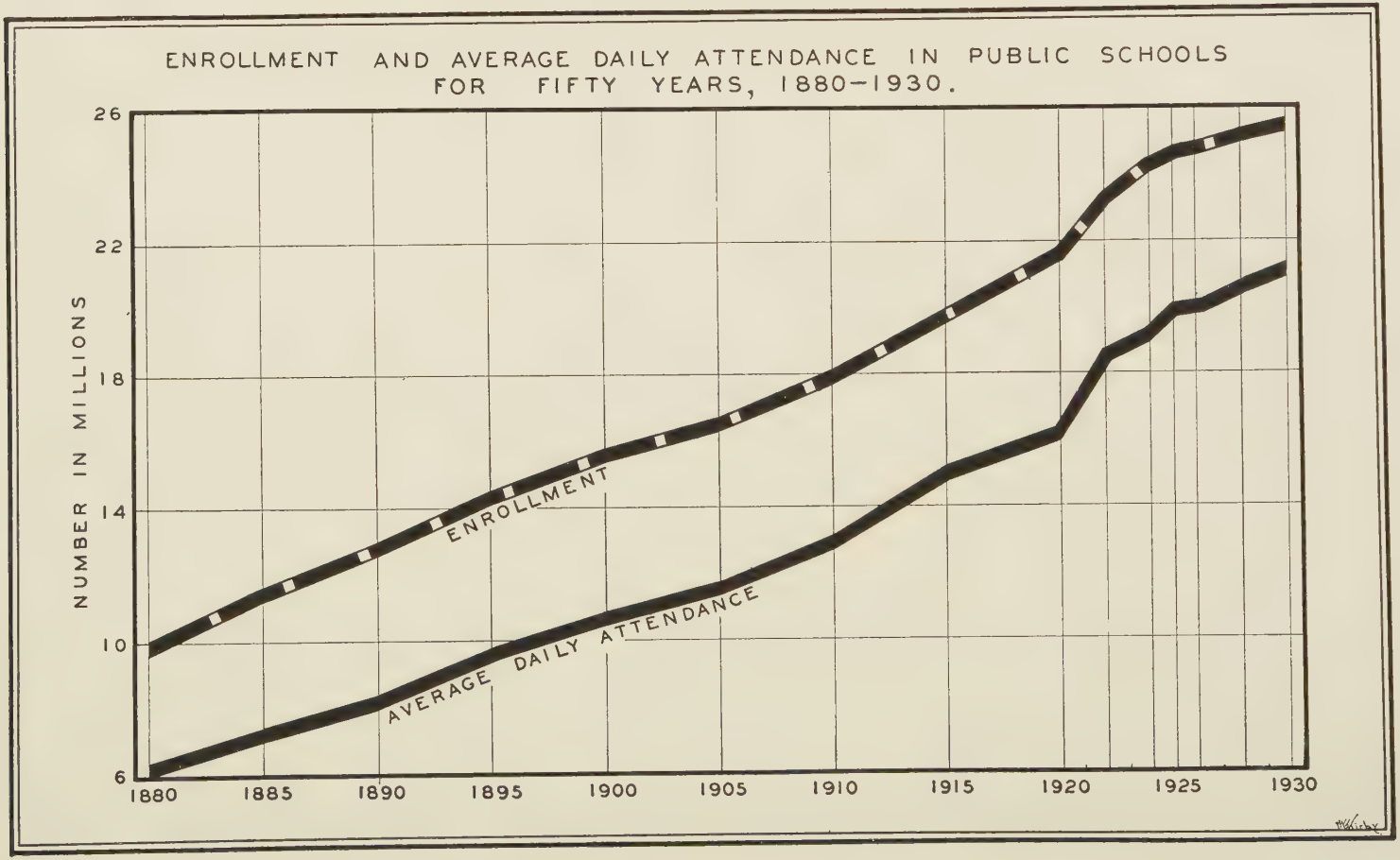
ENROLLMENT AND AVERAGE DAILY ATTENDANCE IN PUBLIC SCHOOLS FOR FIFTY YEARS, 1880–1930.
NUMBER IN MILLIONS
26
22
18
14
10
6
1880
1885
1890
1895
1900
1905
1910
1915
1920
1925
1930
ENROLLMENT
AVERAGE DAILY ATTENDANCE

Figure I

for $16,288,422 net; and for college and university purposes, including professional schools and teacher-training institutions, 6,080,484 books for $10,073,299 net. Hence the total number of books sold during the year is 64,170,451, and the total net sales of the publishers $49,097,466.

In 1928 the average net price of an elementary textbook was, therefore, 57.7 cents; of a high school textbook, 87.2 cents; and of a college textbook, 165.7 cents; making an average for all books sold of 76.5 cents.

It should be noted that the above figures represent what the publishers actually receive. To determine what book-users pay, it would be necessary to add the commission of the dealers in the case of those books that pass through dealers' hands.

It is not possible to state in exact terms the amount of net sales that went to public schools, but since 91 per cent of the total elementary and high school enrollment is in public schools, 91 per cent of $39,024,167 may be assumed to be the total net sales for books used in public elementary and high schools. This amount, $35,511,992, represents 1.63 per cent of the total expenditure for public education in the school year of 1927–1928.

Of this total public school expenditure, $2,174,996,059, the amount expended for free textbooks by boards of education in all states is $23,256,151, or 65.5 per cent of the total net sales of books used in public elementary and high schools. The bulk of the free textbooks are bought direct from the publishers at the net price. If the amount expended for free textbooks in public schools be subtracted from $35,511,992, there remains $12,255,-841 as the amount of net sales of books bought by individuals, presumably through dealers. No data were collected to show the volume of the second-hand book business, but as those books merely change ownership, the net expenditure by individuals for textbooks used in public schools is between sixteen and seventeen million dollars for the year.

In 1913, forty-three publishing concerns reported net sales amounting to $17,274,030, of which amount $14,261,768 was for public school use. This amounts to 78.3 cents for each child enrolled, and to 2.73 per cent of the year's expenditures for public school education at that time. The 1928 net sales amount to $1.412 per child enrolled during 1927–28, but comprise only 1.63 per cent of the total public school expenditure for that year. In 1913, boards of education in public schools spent for free textbooks an amount equivalent to 80.5 per cent of the total net sales for that year. Since 1913 the public school enrollment has been multiplied by about one and one third, the amount expended for free textbooks by two, the net sales of public school textbooks by two and one half, but the total expenditures for public schools by four. Allowing for the fact that the dollar has depreciated in purchasing power by more than one third since 1913, it will be seen that the per pupil expenditure for schoolbooks in 1913 was about equal to that in 1928. On the other hand, the per pupil expenditure for instruction and especially for material equipment has far outrun the shrinkage of the dollar during the last fifteen years.

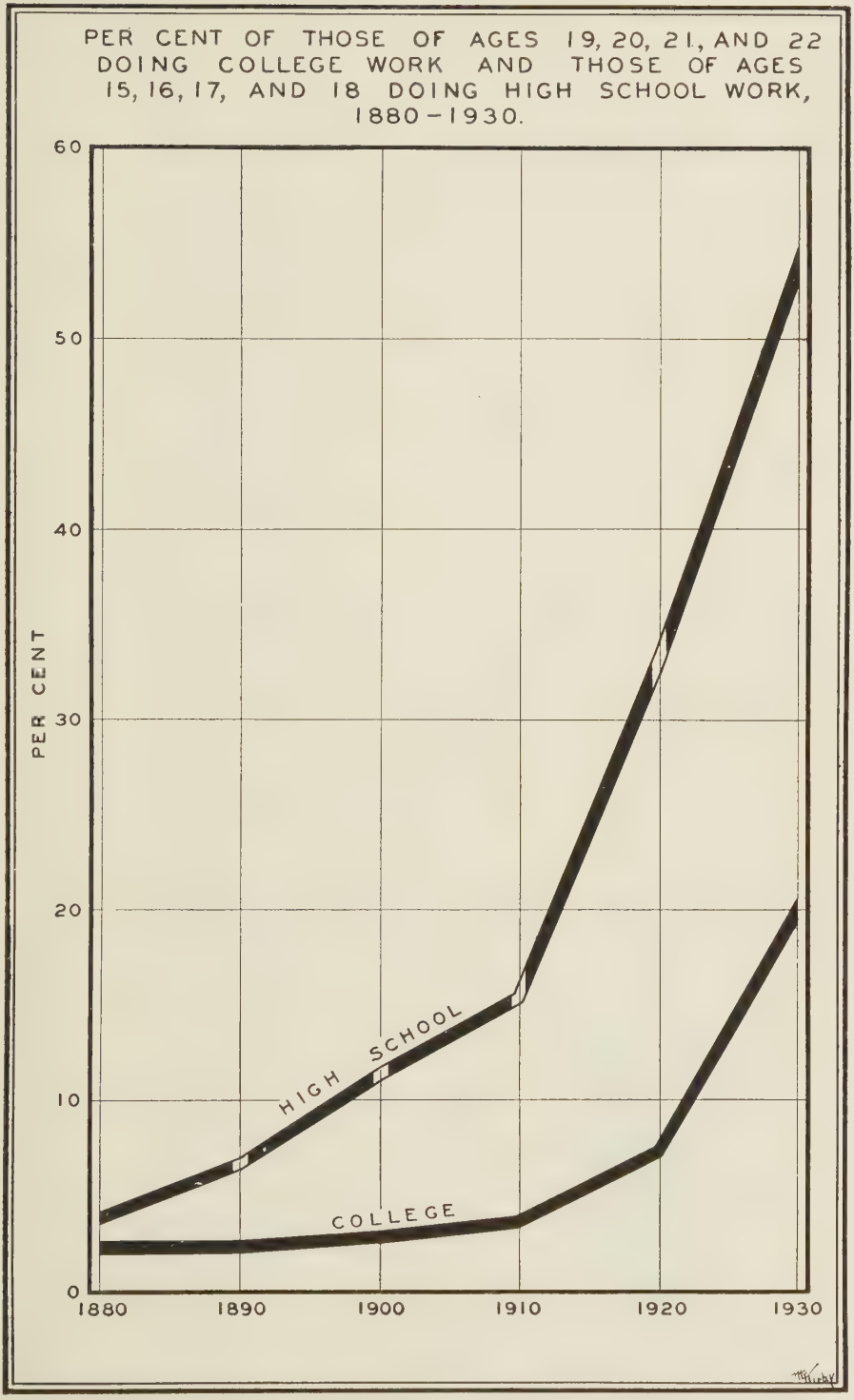
PER CENT OF THOSE OF AGES 19, 20, 21, AND 22 DOING COLLEGE WORK AND THOSE OF AGES 15, 16, 17, AND 18 DOING HIGH SCHOOL WORK, 1880–1930.
PER CENT
60
50
40
30
20
10
0
1880
1890
1900
1910
1920
1930
HIGH SCHOOL
COLLEGE

Figure II

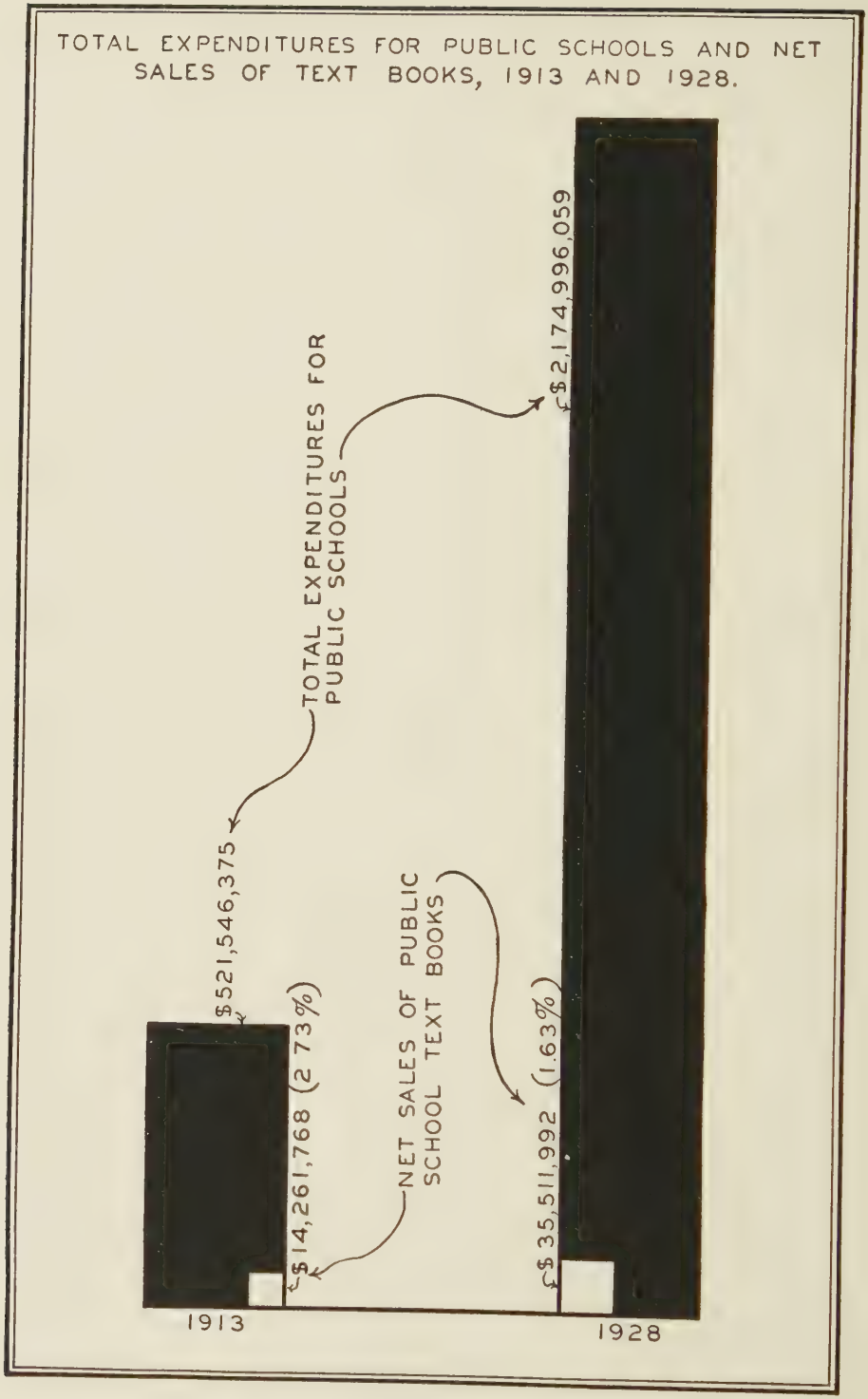
TOTAL EXPENDITURES FOR PUBLIC SCHOOLS AND NET SALES OF TEXT BOOKS, 1913 AND 1928.
TOTAL EXPENDITURES FOR PUBLIC SCHOOLS
$521,546,375
$2,174,996,059
NET SALES OF PUBLIC SCHOOL TEXT BOOKS
$14,261,768 (2 73%)
$35,511,992 (1.63%)
1913
1928

Figure III

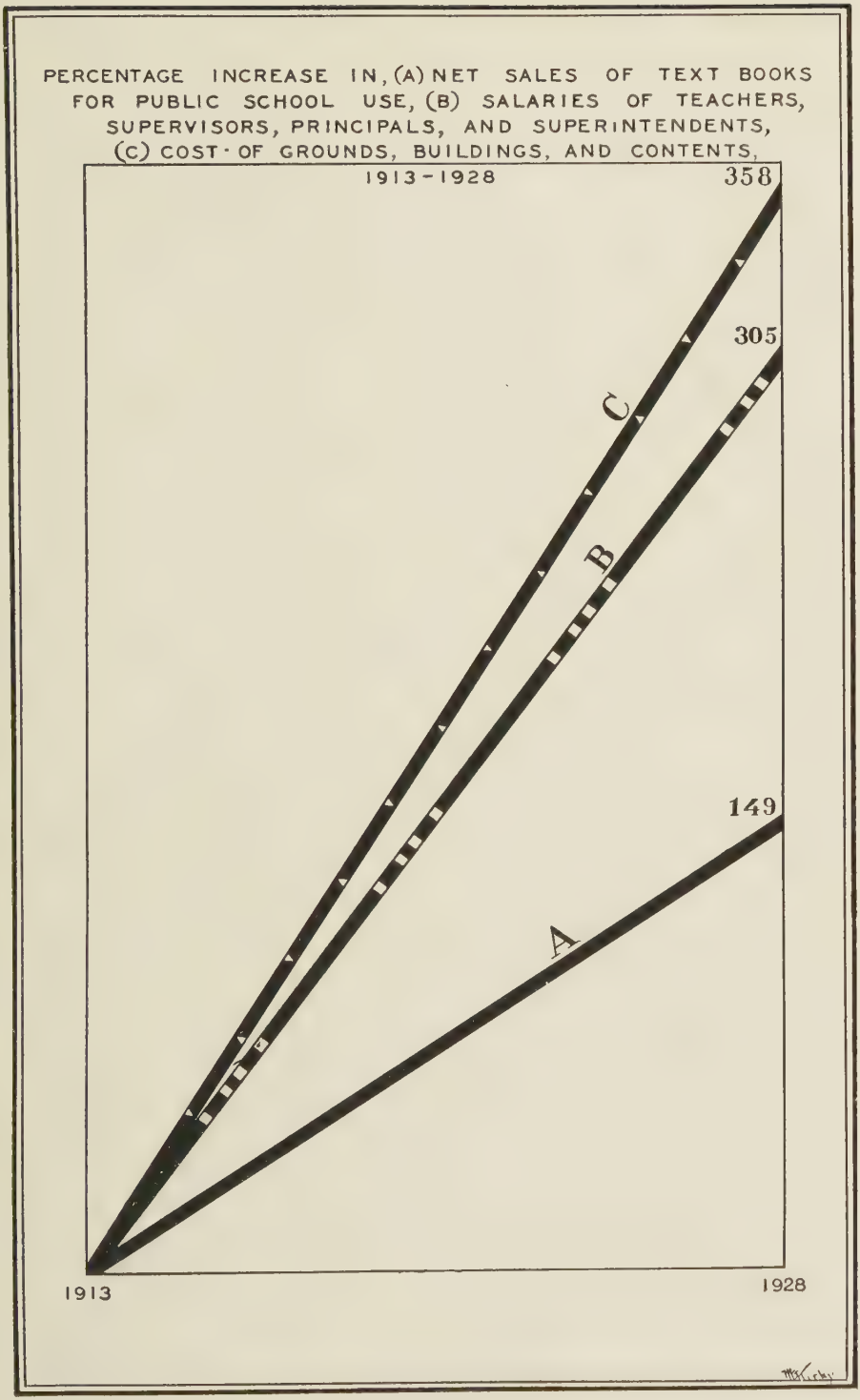
PERCENTAGE INCREASE IN, (A) NET SALES OF TEXT BOOKS FOR PUBLIC SCHOOL USE, (B) SALARIES OF TEACHERS, SUPERVISORS, PRINCIPALS, AND SUPERINTENDENTS, (C) COST OF GROUNDS, BUILDINGS, AND CONTENTS, 1913-1928
358
305
149
C
B
A
1913
1928

Figure IV

THE RIVERSIDE PRESS

On the north bank of the Charles River in Cambridge, Massachusetts, between River Street and Western Avenue and extending from Blackstone Street to Memorial Drive, stands The Riverside Press of Houghton Mifflin Company. When Henry O. Houghton, its founder, removed his printing plant in 1852 from Remington Street to what had been the old Cambridge poorhouse, his plant was a small two and one-half story brick building situated near the middle of a plot of about two acres. To-day that original building is so overtopped by the more modern structures of The Press that it is hardly discernible, and The Riverside Press now has over 275,000 square feet of floor space and covers almost all of four acres of land. In April, 1852, when Mr. Houghton moved into the present location, there were fifty names on the payroll. There are more than fifteen times as many now.

Since a story of The Riverside Press is almost inevitably a history of the life-work of Mr. Houghton, it is interesting to see how he was drawn to printing early in his life. He was born in 1823 and bred on a farm at the head of the Connecticut Valley in Vermont; but in 1836, when he was thirteen years old, he was apprenticed to H. B. Stacey, the owner of the *Free Press* in Burlington, and for the next six years worked at the case as a compositor. Not until he was nineteen did he enter the University of Vermont to gain a college education. Graduated from college in 1846, he came to Boston and fell back on his trade of printer, as he missed a chance to teach, which was what he had expected to do, and the world almost lost a great printer for what might have been an average teacher. He also worked as a reporter on the *Boston Traveler* and did proof-reading in Dickinson's stereotype foundry.

In November, 1848, the real chance of his life came when Mr. Freeman, of the firm of Freeman & Bolles, offered to sell him his half of the business for $3000. By March, 1849, the business had been moved to Remington Street in Cambridge. One of the old payroll books shows that in January, 1849, there were only sixteen names on the payroll, with a total of $74 per week.

To keep a busy shop running, Mr. Houghton early looked about him for customers. He won the esteem and the work of Mr. James Brown, who was then the moving spirit of the firm of Little, Brown & Company, then as now eminent publishers. It was at Mr. Brown's suggestion that he rented from him the old poorhouse opposite Mr. Brown's bindery, and in 1852 Mr. Houghton, who was no longer associated with Mr. Bolles,

View of The Riverside Press showing the east wing of the Press Room, the new Bindery building, parts of the Composition and Electrotyping buildings, and the Office building

established on the banks of the Charles The Riverside Press owned by the firm of H. O. Houghton & Co.

In 1859, Mr. Houghton made another alliance that has continued to this day. Messrs. G. & C. Merriam of Springfield, Massachusetts, were planning a new edition of the famous Webster's Dictionary and The Riverside Press secured the contract for its manufacture. From that day to this the International and the Collegiate dictionaries have all been made at The Riverside Press. To make a volume so large and heavy as the International Dictionary durable under constant wear is a good deal of an achievement and it requires most skillful craftsmanship.

One of the reasons for the alliance with the Merriams was that Mr. Houghton was thinking of becoming a publisher and he was not blind to the fact that some of his publishing friends might not be so eager to encourage a printer who was also a competitor. It would be well to have a steady printing customer not in the line of publishing he intended to enter. He had frequently met Mr. M. M. Hurd, of the firm of Sheldon & Co., schoolbook publishers, who was anxious to devote his energies to literature rather than education, and on March 1, 1864, they organized the firm of Hurd & Houghton.

The formation of the new firm and the demands created by the dictionary contract called for an increase of facilities at Riverside, especially in the matter of a bindery, so Mr. Houghton went to England and secured some ten or a dozen journeyman binders. He paid their fares to America, and treated them so well that most of them worked for him the remainder of their lives, and some of their children and grandchildren are still at work at Riverside.

Before the arrival of the skilled workers whom Mr. Houghton brought from England, The Press had outgrown the poorhouse, and an extension away from the river was built. Then the old mansard roof structure, which was familiar as The Riverside Press of fifty years ago, was built across the Blackstone Street end, making a T-shaped building, and much of this space was occupied by the binders. One of the features of printing and binding is the need of keeping a vast amount of material in various stages of process. Unlike some kinds of manufacturing where the work flows steadily ahead to completion, books in all stages are constantly waiting for something to be added. The result is that an extensive floor space is required, so the next addition to the plant was a large but severely plain storehouse built in a then inconspicuous place by the river, but by the chance of fate it now occupies the most conspicuous place in the whole plant, actually jutting out into the Parkway.

By 1871 there were more than three hundred workers. The Riverside Press was printing and binding books for a number of New York publishers, such as Charles Scribner, as well as for Ticknor & Fields' successors and Hurd & Houghton. With the expansion of the publishing house the energies of The Riverside Press have been increasingly absorbed in pro-

ducing Houghton Mifflin Company's publications, although a limited number of books, especially those of high quality, are still made for others. From a small portion of the total product the Houghton Mifflin Company output grew to half, then three quarters, and by 1900 practically all the work of The Press was for its own publishing departments, except for the Webster's Dictionary, which was still being made there and to-day remains almost the only outside work performed.

The Riverside Press has a department devoted to fine bindings which require the highest craftsmanship and skill, and the books bound here are known to book-lovers all over the country.

From 1871 to 1900 there were a few changes in the building, but during the past twenty-five years many important additions have been made. A small wing was added to the rear of the main building for an electrotype department, and another little brick building was run out nearer Blackstone Street for sheet storage. When the Metropolitan Park Commission established a parkway along the north bank of the Charles River it took away half of the pressroom, so the building was extended along Albro Street to Blackstone Street to accommodate a lot of the largest and newest type of cylinder presses. It was not till 1905, however, that real expansion began. In that year a building extending toward River Street was built for the storage and shipping of bound books. Next, a building of equal size was erected at the other end of the main building more adequately to house the composition and proof-reading departments. The building program was halted by the war, but began again soon with the construction of a new bindery building along Blackstone Street. This is a large four-story reënforced concrete building, connected with the cylinder pressroom. Its dimensions are 346 by 66 feet. The second floor is used as a stock room. Walking through its aisles one gets the impression of a city built of books, for here are over two million bound books in stacks ready for shipment. When the building program which is now under way is completed, the old buildings toward the river will have been removed and The Press will face toward the parkway and the river.

Organizations do not grow by building factories only, but by adding men and women capable of acquiring manual and technical skill and business ability. Inspired by Mr. Houghton, there grew up among the employees associated with him at The Press an almost professional zeal for their craft which has become a tradition ably maintained by management and workmen to the present time. The nature of the work requires at least a common school education; however, sixty per cent of those employees who are between sixteen and twenty-one years of age have received Senior High School training.

One of the earliest attempts at profit-sharing in this country was started by Mr. Houghton in The Riverside Press and has gone on for a great many years. Mr. Houghton's method was to allow employees to

make small loans to the business, guarantee them six per cent on all amounts put in, and then give them an extra return up to ten per cent on all amounts of one hundred dollars or more invested for the entire year. As the company has no other indebtedness and as these employees' loans in the Credit Department, as it is called, are a first charge on all the property of the printing and publishing departments, equal to more than fifty times the amount of the loans, and have never failed to earn the full interest for sixty years, it is a safe and sure investment. At any rate, the employees believe in it, for it grew until the limit for loans had to be reduced. The management feels that these loans are a sacred obligation of the company and must be carried with all safety through every storm that blows. A very considerable percentage of the employees are interested, and it makes for thrift, conservatism, interest in business, and good will to the management. Other enterprises that contribute to the welfare of the employees are a Mutual Benefit Association, which they themselves manage, a first-aid room in charge of a competent registered nurse, and a lending library.

Long service is the rule and at the present time one employee who is still active has a record of sixty-four years of continuous service, closely followed by another who has served for sixty-three years. Sons and daughters have followed their parents at The Press and it is not uncommon to have three generations of one family actively employed at the same time.

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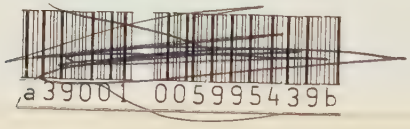

The Educational Department of Houghton Mifflin Company in 1930

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